

1-230: 1FC4-29 Academic & Clinical Relationships I School of Nursing

1F - Academic & Clinical Relationships

C - Relationships with Academic Institutions

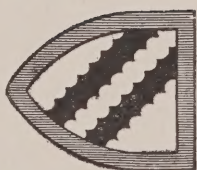
4 - Radcliffe College

-29 - Funding



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Massachusetts General Hospital Nurses' Alumnae Association

47-48



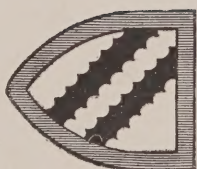
*The President and Council of Radcliffe College
desire to express their gratitude to*

The Massachusetts General Hospital
for the generous gift of
Five Hundred Dollars
for scholarship aid

W. K. Jordan
W. K. Jordan

March 24, 1948

48-49



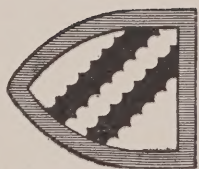
*The President and Council of Radcliffe College
desire to express their gratitude to*

*The Massachusetts General Hospital
for the generous gift of*

**Nine Hundred and Fifty Dollars
for scholarships granted to students
in the Co-ordinated Nursing Program**

W. K. Jordan

September 15, 1948



MAR 1 1949

*The President and Council of Radcliffe College
desire to express their gratitude to*

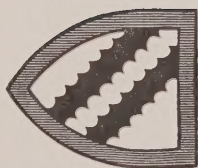
*the Massachusetts General Hospital
for the generous gift of*

*Nine Hundred and Fifty Dollars
for scholarship aid*

W. K. Jordan
W. K. Jordan

February 28, 1949

49-50

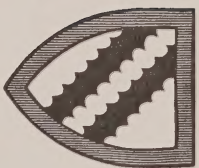


*The President and Council of Radcliffe College
desire to express their gratitude to
the Massachusetts General Hospital
for the generous gift of
Nine Hundred Dollars
for scholarship aid in the
Co-ordinated Nursing Program*

W. K. Jordan
W. K. Jordan

October 5, 1949

MAY 4 1950



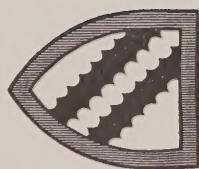
*The President and Council of Radcliffe College
desire to express their gratitude to
the Massachusetts General Hospital
for the generous gift of
Nine Hundred Dollars
for scholarship aid*

W K Jordan
W. K. Jordan

May 2, 1950

50-571

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OCT - 6 1950

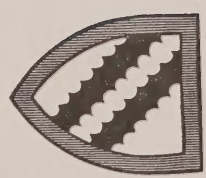


*The President and Council of Radcliffe College
desire to express their gratitude to
the Massachusetts General Hospital
for the generous gift of
Six Hundred Dollars
for scholarship aid*

W K Jordan
W. K. Jordan

October 4, 1950

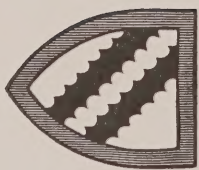
JUN - 8 1951



*The President and Council of Radcliffe College
desire to express their gratitude to
the Massachusetts General Hospital School of Nursing
for the generous gift of
Four Hundred and Fifty Dollars
for scholarship aid for certain students*

W K Jordan
W. K. Jordan

June 7, 1951



OCT 3 1951

The President and Council of Radcliffe College

desire to express their gratitude to

the Massachusetts General Hospital

for the generous gift of

Nine Hundred Dollars

for scholarship aid in the co-ordinated nursing program

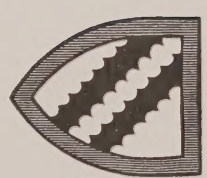
Bernice Brown Cronkhite

(Mrs.) Bernice Brown Cronkhite
Vice President

October 2, 1951

Don Stewart

NOV 7 1951



The President and Council of Radcliffe College

desire to express their gratitude to

the Massachusetts General Hospital School of Nursing

for the generous gift of

Fifty Dollars

for scholarship aid for a certain student

W. K. Jordan
W. K. Jordan

November 7, 1951

RADCLIFFE COLLEGE
CAMBRIDGE 38, MASSACHUSETTS

OFFICE OF THE DEAN

MAR 12 1952

March 11, 1952

Miss Ruth Sleeper
Director of the School of Nursing
Massachusetts General Hospital
Boston, Massachusetts

Dear Miss Sleeper:

Thank you very much for the check for \$800, which pays the second installment on the scholarships granted to seven Radcliffe students who are in the Nursing Program.

Sincerely yours,

Wilma A. Kerby-Miller

(Mrs.) Wilma A. Kerby-Miller
Dean of Instruction

1951 1952



MAY 13 1952

The President and Council of Radcliffe College

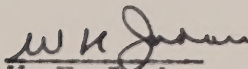
desire to express their gratitude to

the Massachusetts General Hospital

for the generous gift of

Eight Hundred Dollars

for scholarship aid in the co-ordinated nursing program


W. K. Jordan

May 12, 1952

file in
folder

Scholarship

✓



The President and Council of Radcliffe College
desire to express their gratitude to
the Massachusetts General Hospital
for the generous gift of
Nine Hundred Dollars
for scholarship aid for certain students

W. K. Jordan
W. K. Jordan

November 7, 1952

52-53

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The President and Council of Radcliffe College

desire to express their gratitude to

the Massachusetts General Hospital

for the generous gift of

\$1,100.00

for scholarship aid for certain students

W K Jordan
W. K. Jordan

March 5, 1953

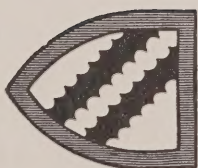


A COMPETITIVE SCHOLARSHIP OF \$1000
in
THE LIBERAL ARTS AND NURSING EDUCATION
for
1953-1954

Radcliffe College and the Nursing School of the Massachusetts General Hospital offer this special scholarship on the basis of a competitive examination to be given in the applicants' schools in March, 1953. Any senior interested in a career in nursing and in a liberal arts education is invited to try the examination. Additional scholarships are also available for this program leading to the A.B. degree and the diploma in nursing.

A booklet describing the combined course and the scholarship examination may be obtained from

The Director of Admissions
RADCLIFFE COLLEGE
CAMBRIDGE 38, MASSACHUSETTS



NOV 7 1953

*The President and Council of Radcliffe College
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the Massachusetts General Hospital
School of Nursing
for the generous gift of*

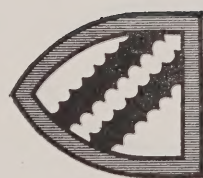
\$1,050.00

for scholarship aid for certain students

W. K. Jordan
W. K. Jordan

November 7, 1953

✓
APR 15 1955



*The President and Council of Radcliffe College
desire to express their gratitude to
the Massachusetts General Hospital
for the generous gift of
One Thousand Dollars
for scholarship aid for certain students*

W. K. Jordan
W. K. Jordan

April 14, 1955



APR 27

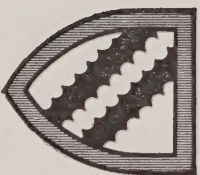
*The President and Council of Radcliffe College
desire to express their gratitude to
the Massachusetts General Hospital
School of Nursing
for the generous gift of*

\$525.00

for scholarship aid for certain students

W. K. Jordan
W. K. Jordan

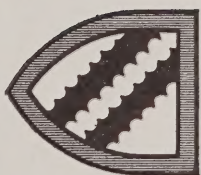
April 26, 1956



*The President and Council of Radcliffe College
desire to express their gratitude to
the Massachusetts General Hospital
for the generous gift of
Seven Hundred Dollars
for scholarship aid*

W. K. Jordan
W. K. Jordan

December 20, 1957



file

*The President and Council of Radcliffe College
desire to express their gratitude to
the Massachusetts General Hospital
for the generous gift of*

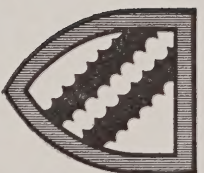
Five Hundred Dollars

for scholarship aid for certain students

W. K. Jordan
W. K. Jordan

May 7, 1957

FEB - 4 1959



*The President and Council of Radcliffe College
desire to express their gratitude to
the Massachusetts General Hospital School of Nursing
for the generous gift of
Nine Hundred Dollars
for scholarship aid*

W. K. Jordan
W. K. Jordan

January 27, 1959

Coord Prog

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
PUBLIC HEALTH SERVICE
NATIONAL INSTITUTES OF HEALTH

APPLICATION FOR MENTAL HEALTH TRAINING GRANT
(for administrative use only)

LEAVE BLANK FOR NEW APPLICATION

TYPE 1	PROGRAM T2	APPLICATION NUMBER MH-8585-01
DATE RECEIVED 7/29/63		FORMERLY
COMMITTEE NUR		COUNCIL March 1964

APPLICATION is hereby made for a training grant as indicated below in Sections A through J and as described in succeeding pages of this application.

A. AMOUNT REQUESTED (for period shown in Section B.) \$13,218.00	B. PERIOD (normally 12 months. See instructions.) FROM (month, day, year) July 1, 1964 THROUGH (month, day, year) June 30, 1965	C. TYPE OF APPLICATION (check one) ☒ NEW APPLICATION ☐ RENEWAL OF ☐ SUPPLEMENT TO ☐ REVISION OF PHS APPLICATION OR GRANT NO.
--	--	--

D. TYPE OF TRAINING PROGRAM (check one) ☒ UNDERGRADUATE ☐ GRADUATE TRAINING ☐ CAREER TEACHER ☐ SENIOR STIPEND ☐ PILOT AND EVALUATION PROJECT ☐ SPECIAL PROJECT ☐ OTHER	Fill in appropriate information below DISCIPLINE Nursing SPECIAL AREA (if applicable) Undergraduate Psychiatric TITLE OF PILOT OR SPECIAL PROJECT (DO NOT EXCEED 53 Typewriter spaces) Integration of Mental Health Concepts in Curriculum
--	--

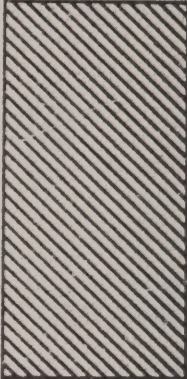
E. TRAINING PROGRAM DIRECTOR (Name and Title) Sylvia Perkins Chairman	F. HEAD OF SPONSORING DEPARTMENT (Name and Title) Ruth Sleeper Director, School of Nursing and Nursing Service
DEPARTMENT Nursing	DEPARTMENT Nursing
DIVISION, SCHOOL, OR OTHER MAJOR UNIT Coordinated Program	DIVISION, SCHOOL OR OTHER MAJOR UNIT
INSTITUTION Radcliffe College- Massachusetts General Hospital School of Nursing	INSTITUTION Massachusetts General Hospital
MAIL ADDRESS 321 Charles Street, Boston 14, Mass.	MAIL ADDRESS Fruit Street, Boston 14, Massachusetts
TELEPHONE NUMBER LA 3 8200 X874	TELEPHONE NUMBER LA 3 8200 X100
AREA CODE 617	AREA CODE 617

G. FINANCIAL OFFICER (Name and Title) Henry R. Guild, Treasurer	H. INSTITUTION SPONSORING REQUEST (Name and Mailing Address) Massachusetts General Hospital School of Nursing and Coordinated Program Radcliffe College
MAIL ADDRESS 294 Washington Street, Boston, Massachusetts	I. TYPE OF APPLICANT (check applicable items) ☐ PUBLIC INSTITUTION ☐ FEDERAL ☐ STATE ☐ LOCAL ☐ OTHER ☒ PRIVATE INSTITUTION ☒ NON PROFIT. IRS TAX EXEMPT NO. ☐ PROFIT
TELEPHONE NUMBER LI 2 4950	
AREA CODE 617	
INSTITUTION'S PHS ACCOUNT NUMBER (Enter if known)	
NAME AND TITLE OF OFFICIAL AUTHORIZED TO SIGN APPLICATION ON BEHALF OF INSTITUTION Sylvia Perkins, Chairman Coordinated Program, Radcliffe College- Massachusetts General Hospital School of Nursing	

Page 2 Omitted

J. TERMS AND CONDITIONS: The undersigned understands and accepts the terms and conditions set forth in the statement on the reverse of the original and applicants retained copies of this page.

OFFICIAL AUTHORIZED TO SIGN FOR INSTITUTION	(Same as given in ITEM G above. SIGNATURE ONLY.) Sylvia Perkins	DATE July 24, 1963
--	--	-----------------------

II. TOTAL BUDGET		LEAVE BLANK FOR NEW APPLICATION 1 T2 MH-8585-01		
CATEGORY AND ITEM	Cont'd or New	% Time on This Project	Requested From PHS (omit cents)	Totals By Budget Categories
A. PERSONNEL				
1. PROFESSIONAL STAFF				
Instructor, Mental Health - Psychiatric Nursing	New	90% 100% 10%	\$ 6,600.00	
Employee benefits @ 5 1/2%			383.00	
3-5/8% Social Security				
7/8% Pension				
1% Workmen's Compensation				
2. NON-PROFESSIONAL STAFF				
Secretary			4,000.00	
40 hours per week				
Employee benefits @ 5 1/2% (as above)			220.00	
				\$ 11,203.00
B. PERMANENT EQUIPMENT (Itemize)			\$	
Desk, Office chair, Typewriter, File, Office, Dictaphone Equipment, Portable transistor tape recorder and tapes.			1,080.00	1,080.00
				\$
C. CONSUMABLE SUPPLIES (Itemize)			\$	
Office supplies: Paper, Folders, Desk items.			75.00	75.00
				\$
D. TRAVEL			\$	
Workshops, Conferences, Conventions, Observations in Agencies			500.00	500.00
				\$
E. OTHER EXPENSES (Itemize)			\$	
Office Rental and telephone.			360.00	360.00
				\$
F. TRAINEE STIPENDS (DO NOT request both 1 and 2 in same application)				
1. GRADUATE (Total from either Item I.A. Col. (d) or Item I.B. on page 2)				
2. UNDERGRADUATE PART-TIME STIPENDS (for extra-curricular clinical or research activity)			No.	Unit Cost
G. SUBTOTAL (Items A through F)			\$	
				13,218.00
H. INDIRECT COSTS (not to exceed 8% of subtotal)			\$	
				100.00
I. EXPENSES ON WHICH INDIRECT COSTS ARE NOT ALLOWED OR MUST BE NEGOTIATED				
1. TUITION AND FEES (Total from Column (g), Item I.A., on page 2)				
2. OTHER - ITEMIZE				\$
J. TOTAL FUNDS REQUESTED (Sum of G, H, and I) (Enter this total under Item A (Amount Requested) on page 1)			\$	
				13,318.00

III. ESTIMATE OF FUTURE SUPPORT TO BE REQUESTED FROM THE PUBLIC HEALTH SERVICE BEYOND THE APPLICATION YEAR.

LEAVE BLANK FOR NEW APPLICATION
1 T2 MH-8585-01

ITEM	1ST YEAR	2ND YEAR	3RD YEAR	4TH YEAR	5TH YEAR	6TH YEAR
DIRECT COSTS (Exclusive of trainee stipends)	13,618.	13,800.	14,100.	14,400		
TRAINEE STIPENDS						
INDIRECT COSTS	100.	100.	200.	200.		
TUITION AND FEES						
1/						
TOTALS	13,718.	13,900.	14,300.	14,600.		

1/ Use this line for other expenses on which indirect costs are not allowed.

IV. ITEMS IN THE BUDGET, INCLUDING STIPENDS, LISTED IN THE ORDER OF THEIR IMPORTANCE TO THE APPLICANT.

Salary of Instructor
Secretary
Travel
Permanent Equipment: Desk, Chair, Tape Recorder
Office Rental and Telephone

V. INFORMATION ABOUT FACULTY, STUDENTS OR RESIDENTS IN TRAINING, AND DEPARTMENT OR SCHOOL BUDGET.

A. Faculty of Department or School		NUMBER FULL TIME	NUMBER PART TIME	TOTAL
	INSTRUCTIONAL STAFF (FORMAL TEACHING ONLY)			
	TEACHING AND FIELD INSTRUCTION			
	FIELD INSTRUCTION ONLY			
	TOTAL			

NOTE: Indicate total faculty for school of social work, department faculty only for other disciplines.

B. Students or Residents as of Previous Academic Year	DESCRIPTION	GRADUATE YEAR OF TRAINING						TOTAL
		1	2	3	4	5	6	
	1. NUMBER OF FULL-TIME STUDENTS OR RESIDENTS							
	(a) In program for which this application is submitted							
	(b) Other students in school (social work) or department (other disciplines)							
	2. NUMBER OF PART-TIME STUDENTS OR RESIDENTS (if applicable)							
	(a) In program for which this application is submitted							
	(b) Other students in school (social work) or department (other disciplines)							
	TOTALS							

C. TOTAL BUDGET OF DEPARTMENT OR SCHOOL (Exclusive of Public Health Service Grants)

Coordinated Program Only - \$57,313.00

#1 ORGANIZATION AND ADMINISTRATION

This program is an independent unit, with its separate faculty, of the Massachusetts General Hospital School of Nursing. The faculty is free to implement the curriculum according to its beliefs. Administrative support is provided by the General Director of the Massachusetts General Hospital and by the Director of the School of Nursing and Nursing Service. Financial support for the budget is provided by the Board of Trustees of the Massachusetts General Hospital. Interest, support and advice are given by Radcliffe College Dean for Graduate and Professional Women Students in Harvard University, Wilma Kerby-Miller, as ways are explored which may make it possible for this program to be established in an appropriate relationship with Harvard University.

Faculty for non-nursing courses are secured from the graduate programs of Harvard University.

#2 PHILOSOPHY AND OBJECTIVES

The faculty of the Coordinated Program believes that students with a sound education in liberal arts will bring to the study of nursing an approach to learning, the benefit of prolonged contact with a community of scholars, as well as dimensions of knowledge from general education and a selected field of study. The faculty believes further that Nursing needs the insight, the disciplined mind, the basis for perspective, and the ability to participate with associates in the professions that such an education makes possible. Education for professional responsibility is seen to require such a base whether the nurse chooses to be an excellent practitioner in hospitals or community health agencies or to become eventually a teacher, administrator, author, or researcher.

A graduate of this program will:

1. understand nursing to include promotion of health, assistance to people with handicaps, and care of the sick;
2. have the basis for competence in nursing practice in homes, hospitals, other community agencies or situations;
3. have knowledge of the contributions made to nursing by her predecessors and insight into the contemporary problems and needs of the profession to which she may make a contribution;
4. recognize the cultural, socio-economic, and psychological factors that influence the behavior of family members in health maintenance and illness;
5. realize that however sound basic education for professional responsibility may be, a member of a profession has an obligation to continue to learn and to function in the many available ways that relate to the concerns of nursing.

#3 INFORMATION ABOUT BASIC CURRICULUM DESIGN

The number of students admitted annually is limited to 10-12 carefully selected candidates so that a preceptor type of teaching may be carried on in the field experiences of the clinical and public health nursing courses and so fruitful discussions may be held in all courses. The ratio of nursing instructors to students varies from 1:1 in the early experiences with patients to 1:6 in the second year. This ratio enables the mature and experienced members of this faculty to initiate and sustain meaningful and supportive relationships with these students who have as beginners in Nursing, despite their academic and social savoir-faire, all of the growing pains of any students of Nursing.

A number of methods are utilized to help them in the socialization processes involved in becoming a professional nurse. Each class has a representative who communicates to the chairman and/or the faculty whatever are the group's requests or needs;

the representative in turn is the one to whom joint faculty-student plans are submitted for her group's consideration. The maturity of the students facilitates ideal relationships. Group conferences as well as written evaluations of courses are scheduled at intervals for student-faculty exchange. Many innovations and modifications in planning and teaching have resulted from the frank but objective suggestions of the class members.

In the terms in which nursing field experiences are part of the course (Terms II through IX) -(see bulletin), the schedule is arranged for optimal learning opportunities. Two activities are of special value to the students. The pre-nursing conferences held on Monday afternoons provide a time for the students to go to their assigned patient care areas with the instructor who has already selected the patients for whom the student is to care. The student reads the patient's record, the Kardex, and nurses' notes, meets the patient, determines what she may especially need to review or look up, designs a plan of nursing care, and consults with the instructor as necessary about the nursing care. The student gives care to the same patient(s) for the next three mornings, if he is available, under the direction of the clinical instructor.

The third method used is the post-nursing conferences held on Thursdays 1:30 - 3:30 P.M. in which all students and their instructors gather in the conference room to discuss the learning experiences of the week and their reactions to them. The teacher's role is that of leader. One or more faculty members may be present depending on the nature and diversity of the experiences. Reactions to patients and to learning situations are explored and feelings and attitudes may be considered. There is excellent student interaction; the students challenge each other and refine and refute freely but with exceptional consideration for each other and support for the person who is perplexed, confused or inept in some particular situation. This support carries over into field experiences. The faculty members have thus regular opportunities to detect the extent to which each student is realizing development and what may be the tensions and dilemmas unexpressed prior to the conference. Many problems are worked through or additional plans may be made to resolve anxiety. For example, when the students are beginning to care for the patient who has chronic illness or are faced with inevitable death of a patient, opportunity is provided for the students to express themselves. Moreover, group conferences are provided with a member of the staff of the Psychiatric Unit in the General Hospital, a psychiatrist whose special area of research is concerned with grief reactions and allied considerations. Faculty members are not present at these meetings. Subsequently, references are made to the content by the students when some matter comes up as "that was exactly Dr. Hackett's point of view." In general, the post-nursing conferences are very successful but we appreciate the need to have an instructor extremely well educated and well prepared in the area of Mental Health-Psychiatric Nursing who can "free-wheel" in the various terms and during these assignments and conferences so that she may be able to assume certain functions both in relation to the curriculum and the faculty.

The curriculum is seen to consist of three main areas:

- (a) all that may foster the optimal socialization of the student so that she will become a person ready for professional responsibility;
- (b) that which is concerned with the promotion of health, individual, group, national, and, to some extent, world-wide;
- (c) that which is concerned with people who experience deviations from health and with the means utilized to provide such persons with the measures that may bring them the best life possible for their span of years.

To realize the first area, plans are carried out in all of the terms. Each faculty member appreciates her part and makes her own unique contribution partly as a by-product of her teaching and partly by other plans. Individual conferences are regularly scheduled. Coffee breaks and unscheduled discussions provide other opportunities. Social affairs, in the main informal, are other times for getting com-

fortable relationships established. In Term I, informal meetings are held to offset the students' feeling of being remote from nursing while she studies science intensively. Films are used to reveal the truly professional role of the registered nurse. The discussions which follow reveal increasing insights as the education of nurses and this program in particular are clarified.

In Term II, Behavioral Science is introduced with a course in Cultural Anthropology. Emphasis here is made on applying a value system to the study of family life which is carried out by the critical analysis of novels dealing with families of the same origins as those who will be most commonly met in the Boston area, i.e., Irish, Italian, and Jewish. Subsequent conferences are held by the teacher of this course when the students are caring for a variety of patients. Personality Development in Health and Disease is studied in Term II and this content is then utilized and developed throughout the curriculum. The appointment in 1963 of one full-time instructor to implement the integration of such content will facilitate the process. Family and Community Health is treated as a strand of the Nursing Care of Adults in Terms II, III, and IV. The instructor of Public Health Nursing works closely with the clinical nursing faculty to achieve this. For example, when the students first go to the Out-Patient Department, they are helped to establish a relationship with the patients and to explore what place in the life of many lonely and anxious patients the Out-Patient Department actually fills providing they receive friendly attention. In Terms V, VI, and VII (Psychiatric Nursing, Maternity Nursing, and Nursing of Children, respectively), the instructors of these courses and the public health nursing instructor devise for each term the experiences and classes that will promote understanding and insight. Thus, a valuable extension into family and community is provided which serves as a prelude to public health nursing per se. Attention is given, for one example, to the mental health and social problems of the unwed mother. More time needs to be spent on preparation for marriage and family life for the sake of the students and their "clients".

There has been marked growth among the faculty as the strand of Family and Community Health has been developed. We wish now to develop likewise the strand of Mental Health-Psychiatric Nursing with similar refinements. The "trial of ideas in the crucible" has helped to develop a splendid faculty relationship.

The teaching in clinical psychiatric nursing was done by Miss Garland Lewis while she had an appointment at McLean Hospital and was a faculty member of this program. The time allocated to Psychiatric Nursing at McLean Hospital is ten weeks. The careful selection of one or more patients for intensive study is made. Detailed notes are kept by each student who submits them to the instructor who has individual conferences with her. The instructor follows the student's progress carefully. Group discussions are utilized throughout the term. Students attend administrative group conferences, confer with and report significant findings to the ward psychiatrist, head nurse, and others, have classes with psychologists, sociologists, psychiatrists and various therapists (occupation, education, and the like). Effective efforts are made to view the social organization of this hospital. Many of the new trends in prevention, care, and rehabilitation are being practiced at McLean Hospital.

However, to date no use has been made, apart from lectures and discussions by members of the department, of the Psychiatric Unit at the Massachusetts General Hospital, that is under the direction of Dr. Erich Lindemann, Psychiatrist-in-Chief. This department has initiated and is responsible for the Human Relations Service of Wellesley, Inc., the community health studies related to relocation of families that were uprooted by urban renewal, the active reception of distressed and mentally ill patients twenty-four hours a day via the Psychiatric Clinic in the Out-Patient area and the emergency ward, the small psychiatric unit for temporary care of hospitalized patients and the collaboration with physicians whose patients present such needs throughout the General Hospital. Of course, it has a number of significant research studies completed or underway. More will be said about the opportunities that are seen to be available at Massachusetts General Hospital in section #4.

#4

PLANS FOR INTEGRATIVE TEACHING OF BEHAVIORAL SCIENCE, MENTAL HEALTH AND PSYCHIATRIC CONTENT AND FOR FURTHER DEVELOPMENT OF PSYCHIATRIC NURSING

For some time, the faculty has sensed the growing conviction that the students could gain a broader view of the field of Mental Health and Psychiatric Nursing if we could utilize selected experiences associated with the Psychiatric Unit of the Massachusetts General Hospital. First must come refined exploration of the opportunities available so that the most useful may be selected from all appropriate resources. We need a faculty member whose life experiences, education before as well as in Nursing, and professional preparation and experience in this field are such that she is able to investigate, implement, and evaluate this plan. (See attached specifications for faculty member.)

Facilities and programs at the Massachusetts General Hospital that will be investigated in addition to a scrutiny of the programs and plans at McLean Hospital are

- (a) the Department of Psychiatry under the direction of Dr. Erich Lindemann, the Psychiatrist-in-Chief;
 - (1) the 18-bed Ward designated B7 where there is a capable head nurse prepared in her field
 - (2) Alcoholism Clinic
 - (3) Psychiatric Clinic
 - (4) Emergency Ward - Clinic program for care of mental health problems on a 24-hourly basis
 - (5) Drug Addiction studies
 - (6) Other research activities as Community Studies related to the disruptive effects of Urban Renewal,
 - (7) Human Relations Service of Wellesley, Inc.
- (b) Kennedy Foundation for Retarded Children.

Dr. Lindemann and his staff are most eager to have this program devised. Assistance and facilities have been offered. Dr. Lindemann sees this as an "effort long overdue".

The objectives (see attached) were revised in June 1963 for the Mental Health-Psychiatric Nursing aspect of the curriculum.

Further specific steps to be taken are:

- (1) Implementing the revised objectives.
- (2) Strengthening of the course (Term II), Personality Development in Health and Disease so that it provides a substantial basis for implementing the objectives specified for this curriculum area and extending planned conferences into subsequent terms.
- (3) Providing instruction by a highly qualified full-time member of this faculty; one presently appointed and one to be sought.
- (4) Expanding the plan for faculty members to participate in the curriculum "blueprint" that is set up to realize the objectives.
- (5) Devising evaluative measures to test the extent to which the objectives are realized.
- (6) Fostering the efforts of all faculty members to increase the opportunities for the students to develop understanding of self and others:
 - a. Noting the reactions and needs of the student apart from the clinical-technical aspects;
 - b. Appreciating and utilizing the content of patient-family situations that may be utilized too incidentally;
 - c. Contributing during field experiences and in post-nursing conferences;
 - d. Working with the nurse-faculty to help them become more aware of some aspects of situations, of themselves and their interactions with students.
 - e. Studying informally the interactions among personnel, professional

workers, patients, and their relatives, faculty and students so that as group dynamics are explored, first-hand observations may be utilized and situations examined at various levels of complexity.

- f. Examining and utilizing learning situations hitherto untapped so that understandings of psychiatric preventive and therapeutic care may be demonstrated in a variety of community settings with the intent of having participation and observation by the students.

Curriculum objectives to be realized in the areas of Behavioral Science, Mental Health, and Psychiatric Nursing.

To help the student gain

1. understanding of the personality in health and disease.
2. increased self-understanding to the end that she may be able to achieve sound relationships with associates and therapeutic relationships with patients.
3. understanding of group dynamics.
4. insight and perception into the psychological factors operating in all patients and in herself as she becomes a nurse.
5. understanding of the cultural factors that contribute to the making of personality, affect family life, and may operate significantly when a person is in stressful situations.
6. awareness of the contiguous interests of behavioral scientists and psychiatrists toward understanding mental health and the prevention and treatment of mental illness.
7. insight and beginning ability to provide care for patients who are mentally ill and to help their families and associates to develop wholesome attitudes toward the patient.
8. insight into the effects of the attitudes help by society and the family on the mentally ill.
9. enthusiasm for the promotion of mental health in all aspects of living and some experience in ways this may be accomplished.
10. realization that the approach to and care of patients with mental illness varies according to age levels and that specialists are involved in their care.
11. awareness of the newer trends in psychiatric care.
12. familiarity with the programs of agencies such as clinics in the community and those associated with hospitals, day and night facilities, halfway houses, psychiatric units in a general hospital, private and tax-supported psychiatric hospitals, child guidance centers, and facilities for retarded children.
13. to gain knowledge about prevention, treatment, and nursing care of patients with disorders such as psychoses, psychoneuroses, psychosomatic disorders, mental retardation, alcoholism and drug addiction.

Courses:

Personality Development; Cultural Anthropology; Family and Community Health; Mental Health and Psychiatric Nursing.

- #5 Present clinical nursing faculty members, all full-time, none with college academic rank (See Organization-Administration section), but appointed as clinical instructors of nursing which is the senior title in this category.

<u>Name</u>	<u>Training and Experience</u>
Golec, Henrietta L.	Diploma, Franklin County Public Hospital for Nurses, Greenfield, Massachusetts, 1944; B.S. in Nursing, Boston University School of Nursing, 1952; M.S. in Nursing, Western Reserve University, Frances Payne Bolton School of Nursing, 1958. Obstetrical Nursing and Night Supervision; U.S. Army Nurse Corps; Clinical Instructor, Medical-Surgical Nursing,

Coordinated Program, Radcliffe College-Massachusetts General Hospital School of Nursing June, 1952-September, 1957 and 1958-todate.

Kodi, Lillian

Diploma, Worcester City Hospital, Worcester, Massachusetts, 1941. B.S., Boston University School of Nursing in Teaching Medical-Surgical Nursing., M. A., Teachers College, Columbia University, Psychiatric and Mental Health Nursing, Nursing Education, Curriculum and Teaching. Nursing Arts Instructor, Clinical Instructor in Medical-Surgical Nursing and Fundamentals of Nursing, Massachusetts General Hospital School of Nursing; Instructor in Psychiatric Nursing-Integrator in Fundamentals of Nursing of Psychiatric Concepts, Boston University School of Nursing 1958-1960; 1962-1963; Assistant Professor in Psychiatric Nursing, Research Associate, Wayne State College of Nursing, Detroit, Michigan; Instructor Psychiatric Nursing and Integrator of Mental Health Concepts, Coordinated Program, Radcliffe College-Massachusetts General Hospital School of Nursing, July 1963.

McDerby, Alice M.

Diploma, Sacred Heart Hospital School of Nursing 1943; B.S.N.E., Catholic University of America, 1948; M.A., Teachers' College, Columbia University, 1952., U.S. Army Nurse Corps; Instructor, Staff Medical-Surgical Nursing, Massachusetts Memorial Hospitals; Instructor, Medical-Surgical Nursing, Coordinated Program, Radcliffe College-Massachusetts General Hospital School of Nursing, July 1957 - todate.

Sweet, Tirzah J.

B.S., Simmons College School of Nursing, 1932; M.S., Simmons College School of Nursing (Public Health Nursing); Instructor, Surgical Nursing and Operating Room, Highland Hospital, Rochester, New York; Instructor, Operating Room Nursing, University of California, San Francisco; Public Health Nurse, U.S.P.H.S., Chronic Disease Division, 1949-1952; Field Training Supervisor, Public Health Nursing, Massachusetts Department of Public Health, 1954-1956; Instructor of Public Health Nursing, Coordinated Program, Radcliffe College-Massachusetts General Hospital School of Nursing, 1956 - todate.

Weiss, Beverly Phillips (Mrs.)

Diploma, Mt. Carmel School of Nursing, Columbus, Ohio, 1947; B.S., Ohio State University 1952; M.A., Developmental Psychology, Teachers College, Columbia University, 1961. School Nurse, Psychiatric Staff Nurse, Johns Hopkins Hospital, Nursing Arts Instructor; Teaching Assistant in Fundamentals and Instructor of Pediatrics, College of Nursing, Rutgers University, New Jersey, 1955-1958; Instructor, Medical-Surgical Nursing, Rutgers, 1960-1961; Instructor, Medical-Surgical Nursing, Boston University School of Nursing, 1962-1963; Instructor, Maternal and Child Nursing, Coordinated Program, Radcliffe College-Massachusetts General Hospital School of Nursing, 1963.

Phillips, Margaret G.

B.S., University of Maine, 1942; M.S., Cornell University, New York State College Home Economics, 1944; Ph.D. candidate, Boston University; Research Assistant, College Home Economics, Cornell University; Nutritionist, Division of Public Health, School of Nutrition, Harvard University; Teacher and Clinical Instructor, Nutrition, Newton-Wellesley Hospital; Massachusetts Memorial Hospitals and Boston University School of Medicine; Instructor of Principles of Nutrition and Integrator of

Nutrition in Clinical and Public Health Nursing, 1961 - to date.
Coordinated Program.

- #6 Name and location of general teaching facilities; teaching personnel by name, from other behavioral sciences; any additional information you believe to be related to this endeavor.

Massachusetts General Hospital, Boston 14, Massachusetts, headquarters of Coordinated Program; McLean Hospital, Waverly, Massachusetts, *Murray Melbin, Ph.D., Assistant Social Scientist, McLean Hospital; **Robert Schnitzer, Ph.D., Assistant Psychologist, McLean, *** Lois Paul, M.A., (Mrs. Benjamin) visiting instructor, Cultural Anthropology.

Boston-Lying-In Hospital, Longwood Avenue, Boston; Children's Medical Center, Longwood Avenue, Boston; Visiting Nurse Association of Boston, 14 Somerset Street, Boston; City of Boston Health Department, Boston.

- * Dr. Melbin discussed the relation of mobility and unsettlement in society to patterns of withdrawal among individuals - suicide, impersonalism - and the roots of the unsettlement in division of labor and specialization which allow people to be interchanged more readily. The parallel was noted between these conditions in society and the structure of the modern mental hospital with attention being given to the effects on psychiatric aides that have been revealed by studies. Discussion of the implications of these processes for the treatment of mental patients.
- ** Dr. Schnitzer presented and discussed the psychological tests, structured and unstructured and the battery of tests used at McLean Hospital with special emphases on the results and significance of tests given to the patients to whom the students were assigned.
- *** Mrs. Paul guided the students in gathering socio-economic, cultural, age, and education data on patients at McLean in this term and conducted relevant discussions to show implications and differences to be found in other hospitals for the mentally ill.

We have barely scratched the surface in considering the contributions of behavioral scientists. Superior opportunities may be tapped by a knowledgeable member of the faculty whose realm this is.

- #7. Proposed use of financial support applied for in this application.

We plan to strengthen and utilize more fully the behavioral science content now presented in the curriculum by appropriate integration throughout and to increase this emphasis by tapping available resource persons and research studies.

We plan to investigate the teaching of mental health and psychiatric nursing to the end that a new pattern may emerge which includes the utilization of the Psychiatric Unit of the Massachusetts General Hospital as well as McLean Hospital and suitable community agencies so that there will be better balanced view of the field and broader experiences.

#8

STUDENT ENROLLMENT BY CLASS

Class graduating September, 1963

College B.A. degree

1. Anderson, Ann D. (Mrs.)
2. Barclay, Ann A. (Mrs.)
3. Bond, Carol
4. Cook, Carolyn

Wellesley
Wellesley
Wellesley
Radcliffe

Class graduating September, 1964

College, B.A. degree

1. Burns, Kathleen
2. Denton, Mary
3. Humphreys, Edith B.
4. Isham, Katherine
5. Latcher, Judith
6. Price, Sharon

Wilson
Radcliffe
Radcliffe
Smith
Wellesley
Radcliffe

Class graduating September, 1965

College, B.A. degree

1. Babb, Janan
2. Carrick, Emily J.
3. Earle, Margaret F.
4. Hill, Evelyn
5. Jones, Eleanor
6. Kalnajs, Adriane (Mrs.)
7. Maltby, Mary W.
8. Muecke, Marjorie A.
9. Nold, Raenette
10. Vogeler, Doris O.

Colby
Mt. Holyoke
Radcliffe
Middlebury
Smith
Radcliffe
Vassar
Mt. Holyoke
Radcliffe
Bucknell University

Total enrollment - 20

Classes limited to 10 admissions per year.

- #9 Estimate of students graduating annually for past five years and number of those who went on to graduate study, and of these the number entering the field of psychiatric-mental health nursing.

<u>Year</u>	<u>Number</u>	<u>Positions</u>
1962	(5)	Research team Harvard School of Public Health (1); Married and Staff Nurse Visiting Nurse Association (1); Married and Staff Nurse Medical-Surgical Nursing (2); Married, at home (1).
1961	(4)	Staff Nurse, Harvard Health Center (1); Staff Nurse Visiting Nurse Association (2) both married and children; Part-time Staff Nurse, married and children.
1960	(2)	Clinical Instructor, Orthopedic-Pediatrics, Children's Medical Center, Boston - part-time university study; Staff Nurse, Visiting Nurse Association, married and children.
1959	(3)	Research team, Harvard School of Public Health (1); Married and children (2).

<u>Year</u>	<u>Number</u>	<u>Positions</u>
1958	(0)	This year the curriculum was being studied preliminary to the Hughes Study. All students enrolled were undergraduates at Radcliffe College.
1957	(4)	M.A. degree, Public Health Nursing, Supervisor, Visiting Nurse Association (1); Part-time Staff nursing, wife of Professor at Medical School, children (1); terminated Visiting Nurse Association staff position with marriage and child (1).



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
PUBLIC HEALTH SERVICE
BETHESDA, MD. 20014

NATIONAL INSTITUTES OF HEALTH
AREA CODE 301 TEL: 656-4000

In Reply Refer To:
M-T-N

April 10, 1964

Miss Sylvia Perkins
Chairman, School of Nursing
Massachusetts General Hospital -
Radcliffe College
321 Charles Street
Boston 14, Massachusetts

Re: Application No. 1 T2 MH-8585-01
Undergraduate Psychiatric
Nursing

Dear Miss Perkins:

We regret to report to you that the National Advisory Mental Health Council, after considering your application for the mental health training grant identified above, did not recommend payment of the grant for the year beginning July 1, 1964. This action of the Council in no way precludes full consideration of any requests you make for grants in the future.

The closing date for filing applications for National Institute of Mental Health training grants is August 1 of each year. If you wish to submit an application on the next closing date, please let us know so that the appropriate form can be sent. Your request should indicate the area of training for which you wish support. The beginning date proposed in an application filed on August 1, 1964, should be July 1, 1965.

Sincerely yours,

S/ Eli A. Rubinstein, Ph.D.

Eli A. Rubinstein, Ph. D.
Chief, Training Branch
National Institute of Mental Health

cc: Department Head
Training Program Director

Massachusetts General Hospital

Boston 14

CABLE ADDRESS "MASSGENRAL"

IN BOSTON

GENERAL HOSPITAL
BAKER MEMORIAL
PHILLIPS HOUSE

BURNHAM MEMORIAL FOR CHILDREN
HALL-MERCER HOSPITAL
HUNTINGTON MEMORIAL HOSPITAL
VINCENT MEMORIAL HOSPITAL

JOHN H. KNOWLES, M.D.
GENERAL DIRECTOR

ELLSWORTH T. NEUMANN, M.D.
ADMINISTRATOR

IN BELMONT
MCLEAN HOSPITAL

ALFRED H. STANTON, M.D.
PSYCHIATRIST-IN-CHIEF

IN LINCOLN
STORROW HOUSE
(CONVALESCENTS)

September 26, 1963

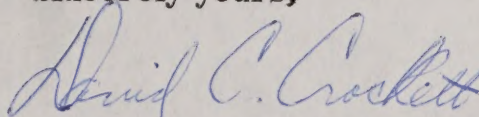
Miss Ruth Sleeper
Director
School of Nursing & Nursing Service
Massachusetts General Hospital

Dear Miss Sleeper:

It has come to my attention that Boston University School of Nursing and School of Social Work have received a total grant of \$448,961 from the National Institute of Mental Health for work with the mentally ill and emotionally disturbed. The School of Nursing received \$241,365 for training in psychiatric nursing care of adults and \$95,295 to prepare nurses to work with emotionally disturbed children in hospital and agency settings.

You may know this but I wondered if we had a program in connection with the School of Nursing and the McLean Hospital that would be worth considering applying for. Are we doing all that we can in this direction? Dr. Lindsay and I would be pleased to help in any way that we can. I am sending a copy of this letter to Dr. deMarneffe and Dr. Lindsay.

Sincerely yours,



David C. Crockett

DCC/cnm

Massachusetts General Hospital

OCT 3 1963

CABLE ADDRESS "MASSGENRAL"

IN BOSTON

GENERAL HOSPITAL
BAKER MEMORIAL
PHILLIPS HOUSE

BURNHAM MEMORIAL FOR CHILDREN
HALL-MERCER HOSPITAL
HUNTINGTON MEMORIAL HOSPITAL
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JOHN H. KNOWLES, M.D.
GENERAL DIRECTOR

ELLSWORTH T. NEUMANN, M.D.
ADMINISTRATOR

Boston 14

IN BELMONT
MCLEAN HOSPITAL

ALFRED H. STANTON, M.D.
PSYCHIATRIST-IN-CHIEF

IN LINCOLN
STORROW HOUSE
(CONVALESCENTS)

October 2, 1963

Miss Ruth Sleeper
Director
School of Nursing and Nursing Service
Massachusetts General Hospital

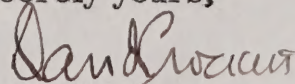
Dear Miss Sleeper:

There is no question but what H.R. 12 will help the School of Nursing. If the terms of assistance are dependent on the School being connected with a degree awarding university, it could do something to help the Radcliffe, Simmons and Northeastern program.

It is always important with a new program of this sort that we get started on it early and I am going to be in Washington on the 1st of November and hope to explore this at that time if you have anything that you want me to suggest.

Enclosed are the hearings on the Bill before the Subcommittee on Health of the Committee on Labor and Public Welfare of the United States Senate.

Sincerely yours,



David C. Crockett

DCC/cnm
Enclosure

October 3, 1963

Mr. David C. Crockett
Deputy to the General Director
Massachusetts General Hospital

Dear Mr. Crockett:

This School of Nursing, that is the Coordinated Program which still carries the name of Radcliffe and MGH, has already applied for assistance with a project to study the integration of mental health in a basic nursing curriculum both here at the MGH and in the area at McLean in which our students in the Coordinated Program are assigned. Miss Sylvia Perkins worked this out with the help of a nurse from the National Institute of Health and with Dr. Lindsay who came soon after Miss Perkins began to prepare her request for submission. At the moment I think this is probably all we ought to tackle in the mental health line. Although this study is for just one program, it is also true that whatever is learned in this program can benefit the whole school.

Some time I would like to explain to you our relationships with the several colleges. For example, we have no relationship with Simmons. The Simmons College students come here to use our facilities, and bring their own instructors. At the moment our relationship with Northeastern is growing increasingly tenuous. The start of Northeastern's own College of Nursing in 1964 in a very real sense crowds out the program which we had worked on for so many years. The new program at Northeastern will grant an Associate Degree in Nursing. Northeastern had given our students an Associate Degree in Science. They now feel, and I am sure they are right from their point of view, that they cannot without great confusion grant two Associate Degrees to students in a nursing school. Therefore, our program with them will have lasted only two years because we cannot admit the third group in the fall of 1964.

As for Radcliffe - there our link is almost none at all. We keep the name, because we still have students who were admitted through Radcliffe into this nursing program. The President of Radcliffe still signs our diploma, but when the last student entering through Radcliffe is graduated in 1965 we will have really no right to use the Radcliffe name at all. This is why we have been so eager to find funds which will make Harvard more interested in establishing a School of Nursing at Harvard, or to get some kind of help which will really arouse the interest at Harvard. Radcliffe, as you know, no longer grants its own Degree either to the undergraduate or graduate student, and therefore whatever we do will now have to be done with Harvard. This seems a very hard line to get through.

October 3, 1963

Mr. David C. Crockett
Deputy to the General Director
Massachusetts General Hospital

Dear Mr. Crockett:

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I would be glad to talk with you, because this is I am sure a program which will give priority to the university schools. We, in the best judgment of the nursing groups nationally, are not considered a university school. If there is any way we can get around this, and any way there would be value in trying to get around this, then we most certainly should. Would you call me when it is convenient for you so that we may have a conference?

Sincerely yours,

Ruth Sleeper, R.N.
Director of the School of Nursing
and Nursing Service

RS:EF

